

PRE K 4

RELIGION

Note: Within each grade level some standards are *italicized in blue*. These standards represent “habits” that form students in living a life of faith and witness to the Gospel.

| DOMAIN | CODE | ARCHDIOCESAN STANDARDS | |
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| We Believe - The Creed pertains to what God, our Heavenly Father has revealed about Himself and His plan for our salvation (saving us from sin) and sanctification (making us holy) through Jesus Christ His Son by the power of the Holy Spirit. God has acted first. Faith is our response to what God has revealed. These Truths are gathered together in the Creed. | | | |
| Revelation | r.b.pk4.1 | <i>Develop practices to build an ongoing relationship with our Loving God</i> | |
| | r.b.pk4.2 | Acknowledge that everything/everyone is created by God | |
| | r.b.pk4.3 | Recognize that all God's creation is good | |
| | r.b.pk4.4 | Recognize that Jesus is in his/her heart (Parable of the Mustard Seed, The Good Shepherd, The Hidden Treasures) | |
| Sacred Scripture | r.b.pk4.5 | <i>Listen respectfully to God's Word</i> | |
| Trinity | | | |
| Jesus Christ | r.b.pk4.6 | Recognize Jesus as friend and teacher | |
| | r.b.pk4.7 | Identify Jesus as a role model for loving God and other people | |
| Church History | r.b.pk4.8 | Identify the patron saint of the school or the event after which the church is named | |
| | r.b.pk4.9 | Identify the priest (and religious sisters and brothers) and begin to understand their special roles in the local church. | |
| | r.b.pk4.10 | Identify the family as the Church at home and begin to understand the special role families have in sharing the faith of the Church. | |

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| | r.b.pk4.11 | Build an awareness of the Church as the family of God | |
| | r.b.pk4.12 | Identify Mary as the Mother of Jesus (the Second Person of the Trinity). | |
| Creed | | | |
| We Worship - This section pertains to the way God continues to make available to us His grace won for us by Jesus' saving Death and Resurrection. We receive God's saving grace in the sacraments which are actions of God to bring us into communion with Him and to strengthen us to remain in communion with Him. He has given us a share in His divine life- for no other reason than He loves us. We need to respond to the grace God gives us in the Sacraments. | | | |
| Liturgy/ Liturgical Year | r.w.pk4.1 | Participate in faith experiences such as prayer services in the classroom and/or in church. Mass participation may be included where appropriate | |
| | r.w.pk4.2 | Experience signs, symbols, and sacramentals of the Church (ex. Sign of the Cross, genuflecting, kneeling, bowing, tabernacle, blessing with holy water) | |
| | r.w.pk4.3 | Recognize that Jesus is with us in a special way at Mass | |
| Sacraments | | | |
| Eucharist | | | |

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| We Live - Life in Christ is about how we should respond to Jesus' love by the way we live. As his brothers and sisters, we should love as he has asked. The moral life is not an arbitrary list of rules, but laws of love that help us to know how to live and stay close to Jesus. Living life as Jesus asks us to leads to true joy and peace | | | |
| Dignity of the Human Person | r.l.pk4.1 | Recognize his/her own goodness | |
| | r.l.pk4.2 | Recognize that they are special to God and God wants them to be the best person they can be | |
| | r.l.pk4.3 | Discuss that he/she belongs to a human family and God's family | |
| | r.l.pk4.4 | Discuss that each person has feelings | |
| | r.l.pk4.5 | <i>Identify own feelings and emotions and how to express them in a developmentally appropriate manner</i> | |
| The Human Community | r.l.pk4.6 | <i>Exhibit the ability to share, care for, love and forgive others</i> | |
| | r.l.pk4.7 | Identify those who love us | |
| | r.l.pk4.8 | <i>Respect the feelings of others</i> | |
| | r.l.pk4.9 | <i>Demonstrate respect for the world and all living things</i> | |
| Grace | r.l.pk4.10 | Understand that God loves us and is always ready to forgive us. | |
| Virtue, Sin, and Forming Conscience | r.l.pk4.11 | Develop a sense of right and wrong behavior | |
| | r.l.pk4.12 | Discuss the virtues as habits of appropriate behavior | |
| | r.l.pk4.13 | Discuss appropriate ways to express sorrow, anger, happiness and love | |
| | r.l.pk4.14 | Discuss consequences of inappropriate behavior | |
| The Ten Commandments | r.l.pk4.15 | Understand that God gives us rules to teach us how to love God and others | |

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| We Pray - Prayer is an essential way we respond to God who loved us first. Prayer is necessary if we are to know God personally and to do His will. Living the Christian life is only possible with the help of prayer. | | | |
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| Prayer | r.p.pk4.1 | Recognize the importance of prayer (spoken, sung, spontaneous, rote, etc.) and God's Word in one's life | |
| | r.p.pk4.2 | Know that prayer is talking and listening to God | |
| | r.p.pk4.3 | Know that God listens to our prayer | |
| | r.p.pk4.4 | Understand that there are different forms of prayer | |
| | r.p.pk4.5 | <i>Recite simple prayers (i.e., the sign of the cross, blessing before meals, Angel of God, Hail Mary, Glory Be)</i> | |
| | r.p.pk4.6 | <i>Verbalize spontaneous, personal prayers</i> | |
| | r.p.pk4.7 | Understand that he/she may pray at any time or in any place | |

COMMUNICATION ARTS (Updated 2/1/23)

| DOMAIN | CODE | ARCHDIOCESAN STANDARDS | PRIORITY STANDARD |
|-------------------------|--------------|--|-------------------|
| Social Emotional | ca.se.pk4.1 | Respect and respond to others in an appropriate manner | TRUE |
| | ca.se.pk4.2 | Participate in small and large group activities | TRUE |
| | ca.se.pk4.3 | Help take care of environment and school (i.e. care for toys, supplies, classroom, etc.) | TRUE |
| | ca.se.pk4.4 | Develop friendships with peers in class | TRUE |
| | ca.se.pk4.5 | Gain understanding and is respectful of others' personal space and group spaces | TRUE |
| | ca.se.pk4.6 | Express feelings and disappointments appropriately | TRUE |
| | ca.se.pk4.7 | Maintain interest in activity with distractions present | TRUE |
| | ca.se.pk4.8 | Finish work that was started at another time | TRUE |
| | ca.se.pk4.9 | Have a "can do" attitude | TRUE |
| | ca.se.pk4.10 | Stay focused in a small group setting | TRUE |
| | ca.se.pk4.11 | Share feelings of pride | TRUE |
| | ca.se.pk4.12 | Respond well to enthusiasm | TRUE |
| | ca.se.pk4.13 | Help clean up after activities | TRUE |
| | ca.se.pk4.14 | Maintain activity or project until complete | TRUE |

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| | ca.se.pk4.15 | Follow directions | TRUE |
| Fine & Gross Motor | | <i>Increasingly develop and refine fine motor skills</i> | |
| | ca.fm.pk4.1 | Copy and reproduce horizontal, vertical, and diagonal lines | TRUE |
| | ca.fm.pk4.2 | Copy and reproduce rectangle, square, cross, X, and triangle | TRUE |
| | ca.fm.pk4.3 | Color within the lines | TRUE |
| | ca.fm.pk4.4 | Develop scissor skills | TRUE |
| | ca.fm.pk4.5 | Assemble simple, age-appropriate puzzles | TRUE |
| | ca.fm.pk4.6 | Build a tower with 10 blocks | TRUE |
| | ca.fm.pk4.7 | Manipulate small pieces: zippers, buttons, and snaps | TRUE |
| | ca.fm.pk4.8 | Draw a recognizable figure with body parts and demonstrate accuracy in placing the body parts | TRUE |
| | ca.fm.pk4.9 | Paint, paste, glue, and play with play dough and clay | TRUE |
| | | <i>Increasingly develop and refine gross motor skills</i> | |
| | ca.gm.pk4.1 | Increase strength and dexterity for upper extremities | TRUE |
| Reading | ca.r.pk4.1 | Apply early reading skills by showing interest in reading and books, exhibiting book-handling skills, pretending to read easy or predictable books, trying to read along during their favorite part of the book, comprehending and responding to text, and developing a sense of story | TRUE |
| | ca.r.pk4.2 | Use concepts of print to recognize own names and find names in a group, read environmental print and symbols, identify most uppercase and some lowercase alphabet letters, and recognize that print represents spoken words | TRUE |
| | ca.r.pk4.3 | Attend to sounds in language/phonological awareness: repeat rhymes, simple songs, poems, and fingerplays; participate in word games; and discriminate some sounds in words | TRUE |
| | ca.r.pk4.4 | With guidance and discussion, develop an understanding of how a text can influence a reader's moral character | |
| Writing | | <i>Use writing as a means of expression and communication</i> | |
| | ca.w.pk4.1 | Use scribbles, shapes, pictures, letter-like forms, and letters to write | TRUE |
| | ca.w.pk4.2 | Experiment with writing tools and materials | TRUE |
| | ca.w.pk4.3 | Tell others about marks and intended meaning of drawing or writing | TRUE |

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| | ca.w.pk4.4 | Use a variety of resources to facilitate writing | TRUE |
| | ca.w.pk4.5 | Convert speech to writing | TRUE |
| | | <i>Writing skills</i> | |
| | ca.w.pk4.6 | Copy and write some uppercase and some lowercase letters | |
| | ca.w.pk4.7 | Write first name in uppercase and lowercase letters | |
| | ca.w.pk4.8 | Draw/write with increasing control (watch for dexterity, precision & control, coordination, and grasp of instrument) | |
| | ca.w.pk4.9 | Develop pencil grasp | |
| Speaking & Listening | ca.sl.pk4.1 | Represent feelings and ideas through pretend play, movement, music and art, and construction | TRUE |
| | ca.sl.pk4.2 | Listen for different purposes: to understand others, to comprehend sounds in environment, to decipher complex sentences, to follow directions, to respond to stories and books, and to engage in conversations with others | TRUE |
| | ca.sl.pk4.3 | Communicate verbally or with gestures by initiating and responding appropriately in conversation and discussions with adults and children | TRUE |
| | ca.sl.pk4.4 | Develop and expand vocabulary by learning new words, communicating verbally or with gestures, using language to pretend and create, and using complete sentences | TRUE |

MATH

| DOMAIN | CODE | ARCHDIOCESAN STANDARDS | PRIORITY STANDARD |
|---------------------|------------|---|-------------------|
| Number Sense | | <i>Use numbers to show quantity</i> | |
| | m.ns.pk4.1 | Show interest in counting and quantity | |
| | m.ns.pk4.2 | Participate in experiences that involve counting | TRUE |
| | m.ns.pk4.3 | Develop an increasing ability to rote count in sequence to 25 | TRUE |
| | m.ns.pk4.4 | Develop an increasing ability to count by tens to 50 | TRUE |
| | m.ns.pk4.5 | Count up to 10 objects with understanding | TRUE |
| | | <i>Use language to represent number of objects</i> | |
| | m.ns.pk4.6 | Combine, separate, and name number of objects | TRUE |
| | m.ns.pk4.7 | Use language to compare numbers (i.e. more/less, greater/fewer, equal to) | TRUE |
| | | <i>Solve problem using numbers</i> | |

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| | m.ns.pk4.8 | Name how many there are in a group (up to ten objects) | |
| | m.ns.pk4.9 | Use one-to-one correspondence when counting objects | |
| | m.ns.pk4.10 | Use one-to-one correspondence to compare the size of a group of objects | |
| Relationships & Algebraic Thinking | | <i>Use language to represent number of objects</i> | |
| | m.rat.pk4.1 | Combine and separate groups and name how many | TRUE |
| | | <i>Use numerical representations</i> | |
| | m.rat.pk4.2 | Use drawings to represent number | TRUE |
| Geometry, Measurement, & Data | | <i>Make comparisons using measurement</i> | |
| | m.gmd.pk4.1 | Explore, compare, and describe objects using measurable features | |
| | m.gmd.pk4.2 | Order three or more objects according to length or size and | TRUE |
| | | <i>Investigate positions and locations</i> | |
| | m.gmd.pk4.3 | Take objects apart and put them together | |
| | m.gmd.pk4.4 | Use actions and words to indicate position, location, | |
| | | <i>Explore shapes in the environment</i> | |
| | m.gmd.pk4.5 | Investigate and talk about the characteristics of shapes | |
| | m.gmd.pk4.6 | Identify and trace shapes and symbols (line, x, circle, square, triangle, rectangle, diamond, and rhombus) | TRUE |
| | | <i>Demonstrate an understanding of time through classroom routine</i> | |
| | m.gmd.pk4.7 | Verbally name the days of the week by cueing from a calendar or song | TRUE |
| | | <i>Work with money</i> | |
| | m.gmd.pk4.8 | Recognize that certain objects are coins and that dollars and coins represent money | |
| SCIENCE | | | |
| DOMAIN | CODE | ARCHDIOCESAN STANDARDS | PRIORITY STANDARD |
| Physical Science | s.ps.pk4.1 | Explore physical properties of objects and materials using senses and simple tools | TRUE |

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| | s.ps.pk4.2 | Investigate properties of objects and materials through questions and experiments | TRUE |
| | s.ps.pk4.3 | Solve problems involving physical properties of objects and materials | TRUE |
| | s.ps.pk4.4 | Represent observations of the physical world in a variety of ways: pretend play, music and movement, art and construction, and conversation | TRUE |
| Life Science | s.ls.pk4.1 | Explore characteristics of living things through senses | TRUE |
| | s.ls.pk4.2 | Investigate characteristics of living things through questions and collecting information | TRUE |
| | s.ls.pk4.3 | Solve problems related to living things | TRUE |
| | s.ls.pk4.4 | Represent observations about living things in a variety of ways: pretend play, music and movement, art and construction, and conversation | TRUE |
| Earth & Space Science | s.ess.pk4.1 | Explore properties of earth and sky using senses and simple tools | TRUE |
| | s.ess.pk4.2 | Investigate properties of earth and sky through questions and experiments | TRUE |
| | s.ess.pk4.3 | Solve problems involving earth and sky | TRUE |
| | s.ess.pk4.4 | Represent observations about earth and sky in a variety of ways: pretend play, music and movement, art and construction, and conversation | TRUE |

SOCIAL STUDIES

| DOMAIN | CODE | ARCHDIOCESAN STANDARDS | PRIORITY STANDARD |
|---------------|------------|---|-------------------|
| Civics | ss.c.pk4.1 | Identify reasons for rules in the home/school/classroom | |
| | ss.c.pk4.2 | Articulate questions about the classroom and school communities | |
| | ss.c.pk4.3 | Retell and explain personal history | |
| | ss.c.pk4.4 | Participate in a classroom vote and accept outcome of vote | TRUE |
| | ss.c.pk4.5 | Articulate ways to peacefully resolve conflicts | TRUE |
| | ss.c.pk4.6 | Demonstrate fairness when sharing classroom and playground equipment | TRUE |
| | ss.c.pk4.7 | Name family members, including grandparents, and their roles and responsibilities | |

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| | ss.c.pk4.8 | Show interest in community and culture | TRUE |
| | ss.c.pk4.9 | Listen to the various ways classmates celebrate holidays with their families | TRUE |
| | ss.c.pk4.10 | Listen to classmates as they share their ideas | TRUE |
| | ss.c.pk4.11 | Name community workers, their jobs, and tools of their trade | TRUE |
| | ss.c.pk4.12 | Identify our country's flag and its characteristics (colors, stars, stripes) | |
| | ss.c.pk4.13 | Recite the Pledge of Allegiance as a class | |
| Economics | ss.e.pk4.1 | Identify the difference between wants and needs | TRUE |
| | ss.e.pk4.2 | Identify the physical differences between a penny, nickel, dime, and quarter | |
| | ss.e.pk4.3 | Name objects one buys at a store in exchange for money | |
| Geography | ss.g.pk4.1 | Explore the concept of a neighborhood and community where one lives | TRUE |
| History | ss.h.pk4.1 | Describe the contributions of people associated with holidays | TRUE |
| | ss.h.pk4.2 | Use words to show time order such as before, now, later | TRUE |

ART

| DOMAIN | CODE | ARCHDIOCESAN STANDARDS | PRIORITY STANDARD |
|----------------|------------|--|-------------------|
| Create | a.cr.pk4.1 | Engage in self-directed play with materials | TRUE |
| | a.cr.pk4.2 | Engage in self-directed creative making | TRUE |
| | a.cr.pk4.3 | Use a variety of art-making tools | TRUE |
| | a.cr.pk4.4 | Share materials with others | TRUE |
| | a.cr.pk4.5 | Create and tell about art that communicates a story about a familiar place or object | TRUE |
| | a.c.pk4.6 | Share and talk about personal artwork | TRUE |
| Present | a.p.pk4.1 | Identify reasons for saving and displaying objects, artifacts, and artwork | TRUE |
| | a.p.pk4.2 | Identify places where art may be displayed or saved | |
| | a.p.pk4.3 | Identify where art is displayed both inside and outside of school | |
| Respond | a.r.pk4.1 | Recognize art in one's environment | |
| | a.r.pk4.2 | Distinguish between images and real objects | TRUE |
| | a.r.pk4.3 | Interpret art by identifying and describing subject matter | TRUE |
| | a.r.pk4.4 | Select a preferred artwork | |

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| Connect | a.co.pk4.1 | Explore the world using descriptive and expressive words and art-making | TRUE |
| | a.co.pk4.2 | Recognize that people make art | |

MUSIC

| DOMAIN | CODE | ARCHDIOCESAN STANDARDS | PRIORITY STANDARD |
|----------------|---------------|--|-------------------|
| Create | mu.cr.pk3-4.1 | Explore and experience a variety of music, especially Catholic Christian songs | TRUE |
| | mu.cr.pk3-4.2 | Explore musical ideas (such as movements, vocalizations, or instrumental accompaniments) | |
| Perform | mu.p.pk3-4.1 | Sing and dance to a variety of songs | TRUE |
| | mu.p.pk3-4.2 | Perform music with expression | |
| | mu.p.pk3-4.3 | Apply teacher feedback to refine performances | TRUE |
| | mu.p.pk3-4.4 | Repeat patterns using instruments (i.e. rhythmic sticks) | TRUE |
| Respond | mu.r.pk3-4.1 | State personal interests and communicate why they prefer some music selections over others | |
| | mu.r.pk3-4.2 | Respond to musical contrasts in songs (i.e. changes in harmony and rhythm) | TRUE |
| Connect | mu.co.pk3-4.1 | Explore how music brings joy to daily life | TRUE |
| | mu.co.pk3-4.2 | Begin to understand that music is a gift from God | TRUE |

PF & HEALTH

| DOMAIN | CODE | ARCHDIOCESAN STANDARDS | PRIORITY STANDARD |
|---|-----------------|---|-------------------|
| Movement & Manipulative Skills | peh.mms.pk3-4.1 | Demonstrate gross motor skills with purpose | TRUE |
| | peh.mms.pk3-4.2 | Demonstrate fine motor skills with purpose | TRUE |
| Strategy & Applying Skills | peh.sas.pk3-4.1 | Respond to sensory input to function in the environment (i.e. body awareness, spatial awareness) | TRUE |
| Health & Fitness | peh.hf.pk3-4.1 | Practice healthy behaviors (i.e. finish healthy food before eating treats, demonstrate self-care and independence in restroom, use kleenex, etc.) | TRUE |
| Attitude & Behavior | peh.ab.pk3-4.1 | Practice safe behaviors while playing with peers (i.e. follow playground rules, be gentle, stay with class when moving through the building/campus, etc.) | TRUE |
| | peh.ab.pk3-4.2 | Follow classroom rules and procedures | TRUE |

WORLD LANGUAGES (Undated 2/1/23)

| DOMAIN | CODE | ARCHDIOCESAN STANDARDS | PRIORITY STANDARD |
|-------------------------------|--------------|--|-------------------|
| | | Novice-Low: With significant teacher support, student can... | |
| Communication | | <i>Engage in conversations, providing and obtaining information in the target language</i> | |
| | wl.comm.nl.1 | Recite the Sign of the Cross and Hail Mary | TRUE |
| | wl.comm.nl.2 | Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing) | TRUE |
| | wl.comm.nl.3 | Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing) | TRUE |
| | wl.comm.nl.4 | Recite alphabet letter names and their sounds as a class in consecutive order | TRUE |
| | wl.comm.nl.5 | Engage in basic conversations in target language. | |
| Comprehension | | <i>Understand written and spoken text in the target language on a variety of topics</i> | |
| | wl.comp.nl.1 | Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge | TRUE |
| | wl.comp.nl.2 | Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge | TRUE |
| | wl.comp.nl.3 | Respond to basic classroom commands and questions given in the target language | TRUE |
| | wl.comp.nl.4 | Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text | |
| Vocabulary Acquisition | | <i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i> | |
| | | <i>Vocabulary Topics:</i> | |
| | wl.va.nl.1 | calendar | TRUE |
| | wl.va.nl.2 | cardinal numbers 0-30 | TRUE |
| | wl.va.nl.3 | weather | |
| | wl.va.nl.4 | animals | |
| | wl.va.nl.5 | classroom objects | |

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| | wl.va.nl.6 | basic affirmative, familiar commands (interpret and apply them) | TRUE |
| | wl.va.nl.7 | food | |
| | wl.va.nl.8 | singular possessive adjectives | TRUE |
| | wl.va.nl.9 | family | TRUE |
| | wl.va.nl.10 | body | |
| | wl.va.nl.11 | descriptive adjectives | |
| | wl.va.nl.12 | interrogative words | TRUE |
| | wl.va.nl.13 | definite and indefinite articles | |
| Geography & Culture | | <i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i> | |
| | wl.geoc.nl.1 | Identify major traditional holidays and/or events celebrated in countries where the target language is spoken | |
| | wl.geoc.nl.2 | Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken | |
| | wl.geoc.nl.3 | Discuss similarities and differences of target language and one's own native language | |
| Grammar Concepts | | <i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i> | |
| | wl.grc.nl.1 | Identify gender of nouns and adjectives | |
| | wl.grc.nl.2 | Use the verbs "I am" and "I have" in simple sentences orally | TRUE |
| | wl.grc.nl.3 | Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes | TRUE |
| | | Novice-Mid: With moderate teacher support, student can consistently... | |
| Communication | | <i>Engage in conversations, providing and obtaining information in the target language</i> | |
| | wl.comm.nm.1 | Recite the Sign of the Cross, Hail Mary, and Our Father from memory | TRUE |
| | wl.comm.nm.2 | Use courtesies, greetings, and salutations in appropriate situations written and orally | |
| | wl.comm.nm.3 | Ask and respond to basic questions using interrogative words and vocabulary written and orally | TRUE |
| | wl.comm.nm.4 | State the name and sound of each letter of the alphabet and apply in oral and written expression | TRUE |

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| | wl.comm.nm.5 | Engage in basic conversations in the target language using targeted vocabulary and grammar | TRUE |
| | wl.comm.nm.6 | Produce target vocabulary written and orally | |
| | wl.comm.nm.7 | Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts | |
| Comprehension | | <i>Understand written and spoken text in the target language on a variety of topics</i> | |
| | wl.comp.nm.1 | Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge | TRUE |
| | wl.comp.nm.2 | Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge | TRUE |
| | wl.comp.nm.3 | Respond to classroom commands and questions given in the target language | TRUE |
| | wl.comp.nm.4 | Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text | |
| Vocabulary Acquisition | | <i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i> | |
| | | <i>Vocabulary Topics:</i> | |
| | wl.va.nm.1 | calendar | TRUE |
| | wl.va.nm.2 | cardinal numbers 0-2,000 | TRUE |
| | wl.va.nm.3 | weather | TRUE |
| | wl.va.nm.4 | time (hours + minutes) | TRUE |
| | wl.va.nm.5 | animals | |
| | wl.va.nm.6 | school subjects and classroom objects | |
| | wl.va.nm.7 | sports and leisure activities | |
| | wl.va.nm.8 | food | TRUE |
| | wl.va.nm.9 | singular and plural possessive adjectives | TRUE |
| | wl.va.nm.10 | family | TRUE |
| | wl.va.nm.11 | body | TRUE |
| | wl.va.nm.12 | descriptive adjectives | |
| | wl.va.nm.13 | clothing | |
| | wl.va.nm.14 | interrogative words | TRUE |
| | wl.va.nm.15 | definite and indefinite articles | TRUE |

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| | wl.va.nm.16 | general prepositions (i.e. of, with) | |
| | wl.va.nm.17 | common infinitives | TRUE |
| Geography & Culture | | <i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i> | |
| | wl.geoc.nm.1 | Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central America, and South America) | TRUE |
| | wl.geoc.nm.2 | Identify major traditional holidays and/or events celebrated in countries where the target language is spoken | |
| | wl.geoc.nm.3 | Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life | TRUE |
| | wl.geoc.nm.4 | Compare/contrast similarities and differences of target language with one's own native language | |
| Grammar Concepts | | <i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i> | |
| | wl.grc.nm.1 | Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles | TRUE |
| | wl.grc.nm.2 | Apply basic rules of word order (adjectives come after nouns in Spanish) | TRUE |
| | wl.grc.nm.3 | Recognize subject pronouns in the target language | |
| | wl.grc.nm.4 | Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes | |
| | | Novice-High: With little to no teacher support, student can independently and consistently... | |
| Communication | | <i>Engage in conversations, provide and obtain information in the target language</i> | |
| | wl.comm.nh.1 | Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory | TRUE |
| | wl.comm.nh.2 | Use courtesies, greetings, and salutations in appropriate situations written and orally | TRUE |
| | wl.comm.nh.3 | Ask and respond to basic questions using interrogative words and vocabulary written and orally | TRUE |
| | wl.comm.nh.4 | Say alphabet letter names and their sounds in random order (not consecutive order) | |
| | wl.comm.nh.5 | Engage in basic conversations in the target language | TRUE |

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| | wl.comm.nh.6 | Produce target vocabulary with accuracy written and orally | TRUE |
| | wl.comm.nh.7 | Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts | |
| Comprehension | | <i>Understand written and spoken text in the target language on a variety of topics</i> | |
| | wl.comp.nh.1 | Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge | TRUE |
| | wl.comp.nh.2 | Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge | TRUE |
| | wl.comp.nh.3 | Respond to classroom commands and questions given in the target language | TRUE |
| | wl.comp.nh.4 | Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text | |
| Vocabulary Acquisition | | <i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i> | |
| | | <i>Vocabulary Topics:</i> | |
| | wl.va.nh.1 | calendar | |
| | wl.va.nh.2 | cardinal numbers 0-1 million | TRUE |
| | wl.va.nh.3 | ordinal numbers first-tenth | TRUE |
| | wl.va.nh.4 | time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning) | TRUE |
| | wl.va.nh.5 | sports and leisure activities | |
| | wl.va.nh.6 | food (and how to order a meal in a restaurant) | TRUE |
| | wl.va.nh.7 | singular and plural possessive adjectives and agreement | TRUE |
| | wl.va.nh.8 | family | TRUE |
| | wl.va.nh.9 | body | TRUE |
| | wl.va.nh.10 | descriptive adjectives | TRUE |
| | wl.va.nh.11 | shopping and clothing | |
| | wl.va.nh.12 | modes of transportation | |
| | wl.va.nh.13 | prepositions of place (i.e. in back of, underneath) | TRUE |
| | wl.va.nh.14 | common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish) | |
| | wl.va.nh.15 | common prefixes and suffixes | |

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|--------------------------------|--------------|---|------|
| | wl.va.nh.16 | common infinitives | TRUE |
| Geography & Culture | | <i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i> | |
| | wl.geoc.nh.1 | Identify location of all countries/continents where target language is spoken on a map | |
| | wl.geoc.nh.2 | Explain major traditional holidays and/or events celebrated in countries where the target language is spoken | TRUE |
| | wl.geoc.nh.3 | Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life | TRUE |
| | wl.geoc.nh.4 | Compare/contrast similarities and differences of target language with one's own native language | |
| Grammar Concepts | | <i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i> | |
| | wl.grc.nh.1 | Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles | TRUE |
| | wl.grc.nh.2 | Apply basic rules of word order (adjectives come after nouns in Spanish) | TRUE |
| | wl.grc.nh.3 | Use all subject pronouns in the target language | TRUE |
| | wl.grc.nh.4 | Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech | TRUE |
| | wl.grc.nh.5 | Conjugate regular verbs in the present progressive tense | |
| | wl.grc.nh.6 | Conjugate the verb "to be" and use in writing and speech | TRUE |
| | wl.grc.nh.7 | Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do" | TRUE |
| | wl.grc.nh.8 | Conjugate common irregular verbs in the present tense | TRUE |
| | wl.grc.nh.9 | Conjugate the verb "to like" in singular and plural forms to express likes and dislikes | TRUE |